

# CREATIVE DANCE TALES

## LESSON PLAN 4 | THE WOLF AND PETER: creating the characters of THE HUNTERS

### MOVEMENT FOCUS | RHYTHM and PATHWAYS

#### LEARNING OUTCOMES

- Practise moving to the beat of the music and 'keeping in time', showing an understanding of the term TEMPO
- Explore a range of TRAVELLING ACTIONS in different PATHWAYS representing **THE HUNTERS** moving through the forest
- Perform with confidence 'in unison' as **THE HUNTERS**

#### RESOURCE MATERIALS

- VISUAL MATERIAL | CoisCéim Dance Theatre THE WOLF AND PETER: HUNTERS images
- MUSICAL INSTRUMENT | Drum or percussion instrument
- MUSIC | Mr Scruff "GRIFFIN" | Leopold Stokowski & Captain Kangaroo "PETER AND THE WOLF - THE HUNTERS ARRIVE" | Jack Johnson "CONSTELLATIONS" IN BETWEEN DREAMS

#### IN THE CLASSROOM

- In preparation, play the music to encourage involvement with the story. Tap the beat of the music and name the various instruments
- Show visual images of **THE HUNTERS**. *What are they wearing/carrying (ie. baseball hats, laced boots, guns, checked jackets)?* Encourage children to select key words to describe **THE HUNTERS**

# 1. INTRODUCTION

In this lesson we are going to explore the characters of **THE HUNTERS**, who are they?

**THE HUNTERS** are in the forest, they are searching everywhere for wolves to capture. They have been hunting for many hours together and have their rifles ready...

But first – we are going to warm-up our bodies so we are ready to dance!

## 2. WARM-UP

**MUSIC | Mr Scruff “GRIFFIN”**

To encourage greater awareness of rhythm and music for this lesson, focus on the following warm-up. Explain the term **TEMPO** and its importance in relation to creating the movement of **THE HUNTERS**. In a circle and guided by the teacher, name each **TEMPO** as you lead with the following actions:

- Clap/stamp to the beat of the music (regular)
- Clap/stamp to every other beat (half time)
- Clap/stamp twice to every beat (double time)
- Repeat, tapping on parts of body legs, arms, back as in Lessons 1. 2. and 3.

Practise 4 – 6 varied stretches as in previous lessons.

- Stretch on different levels – low, medium, high
- Use different parts of body to support weight e.g. with one hand and two feet touching the floor
- Encourage holding **FREEZE SHAPES** and hold for 3-5 seconds

For safety reasons do not allow children to create shapes by balancing on head or shoulders.

## 3. CREATIVE ACTIVITIES

**MUSIC | Leopold Stokowski & Captain Kangaroo “PETER AND THE WOLF - THE HUNTERS ARRIVE”**

### TRAVEL ACTIONS and PATHWAYS | individual

Direct the children to find their own place in the room and to create a strong 'starting' **FREEZE HUNTER SHAPE**.

Now **THE HUNTERS**, as if searching for the wolves, improvise and practice different **TRAVEL ACTIONS**; each must be executed to a particular **TEMPO** and follow a specific **PATHWAY**. ***Can you hear the beat?***

Guide the children by demonstrating first and giving them specific instructions. These may include for example:

- Stride slowly in circular **PATHWAYS** (half time tempo)
- March in straight lines from one side of the room to the other (regular tempo)
- Run quickly and lightly in zig zag **PATHWAYS** around others (double time tempo)

Each child selects their favourite **TRAVEL ACTION** and **PATHWAY**. Repeat and practice to the vocal and musical introduction (cymbals/violins 16 beats).

End this section in groups of 4.

## TRAVEL ACTIONS and PATHWAYS | group

In groups of 4, one child is the leader while others follow as in 'Follow My Leader'. Everyone copy the leader's TRAVEL ACTION (eg. creeping slowly or quick runs + jump).

To the music:

- Select one of the 3 PATHWAYS (circular, straight, zig zag) and practise in groups
- Freeze when the music stops
- Repeat with different leader and new TRAVEL ACTION
- Invite 2 - 3 groups to practise whilst others observe
- Swap over

Explain the choreographic term 'in unison' (see Dance Terminology; p.9).

In their groups, invite **THE HUNTERS** to select and practise their favourite TRAVEL ACTION and PATHWAY.

The group's TRAVEL ACTION is practised 'in unison' to the music and should begin *after* the vocal introduction (PETER AND THE WOLF: The Hunters Arrive). Pause when the drums play.

Practise and repeat several times to encourage the children to become familiar with the musical TEMPO and TRAVEL ACTION.

## JUMP SEQUENCE

To the music, create a short dance sequence of jumps, turns or steps. Remind them about the different TEMPOS they can use (half-time, regular, double time).

- Number each child in the group 1 to 4
- In 4 beats - one child jumps, turns, or steps away from the group and holds a FREEZE HUNTER SHAPE
- Repeat with second child (4 beats), third child (4 beats), and fourth child (4 beats)
- Repeat task with one child at a time returning into the group – all end in FREEZE HUNTER SHAPE

Allow time for everyone to develop their sequence and FREEZE HUNTER SHAPES. Remind them they are in the forest and are looking for the wolves. Teacher offers positive encouragement throughout.

## DEVELOP HUNTER TABLEAUX

As in Lesson 3 ask the children in their groups to create their own FREEZE photograph of a group of **HUNTERS**.

***Do you remember what this is called?***

In a similar way as the WOLVES TABLEAUX in Lesson 2, remind everyone to think about the HUNTERS' SHAPES being on varied levels and facing different directions - and to make their TABLEAU as dramatic as possible!

## 4. PRACTISE TOWARD PERFORMANCE

**MUSIC | Leopold Stokowski & Captain Kangeroo “PETER AND THE WOLF - THE HUNTERS ARRIVE”**

Now we are going to link the TRAVEL ACTIONS, JUMP SEQUENCE and TABLEAU together. Remind the children where their starting place is in the room and to freeze in the shape of a **HUNTER**.

- |    |  |   |                       |
|----|--|---|-----------------------|
| 1. | Individual TRAVEL ACTION end in selected group | - | Vocal & musical intro |
| 2. | Group TRAVEL ACTION (Follow My Leader) & pause | - | Main melody & drums   |
| 3. | JUMP sequence and FREEZE <b>HUNTER SHAPES</b>  | - | Repeat main melody    |
| 4. | Group <b>HUNTER SHAPE TABLEAU</b>              | - | Drums                 |

Allow time for the children to practise all elements 1 – 4 in the correct order to the music. Teacher assists when necessary.

## 5. PERFORMANCE, OBSERVATION and FEEDBACK

**MUSIC | Leopold Stokowski & Captain Kangeroo “PETER AND THE WOLF - THE HUNTERS ARRIVE”**

Consult ASSESSMENT SECTION in TEACHERS’ NOTES on organising children to perform/observe.

Encourage every child to be expressive as they perform their **HUNTERS’ DANCE**.

SAMPLE QUESTIONS for the observers:

- *What actions did the **HUNTERS** perform - were they carrying anything?*
- *What type of **HUNTERS** were they - dangerous, scary, creepy?*
- *At what speed or tempo were they moving?*
- *Were they moving at the same speed?*

SAMPLE QUESTIONS for the performers:

- *What pathways did you use?*
- *How did you feel performing **THE HUNTERS’ DANCE**?*
- *What level did you use in your **HUNTERS’ TABLEAU**?*

## 6. COOL DOWN

**MUSIC | Jack Johnson “CONSTELLATIONS” IN BETWEEN DREAMS**

Sit in a circle with legs out front. Together reach arms up overhead and forward towards toes. Walk hands slowly up the legs and sit cross legged. Stretch one arm over to side and return, repeat other side.

Place hands forward on floor, relax head over to stretch out back muscles, and listen to the music. Slowly sit up straight and stretch legs and wiggle feet to finish.

# CREATIVE DANCE TALES | VISUAL MATERIALS

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Jonathan Mitchell, Wojciech Grudinski and Emma O’Kane as THE HUNTERS in CoisCéim Dance Theatre’s THE WOLF AND PETER by David Bolger. Photos by Ros Kavanagh.